



Our Recovery Curriculum

September 2020

Skol Nansledan are using a systematic, relationships-based approach to reignite the flame of learning in each child while holding on to our overarching mission to provide an outstanding education that ensures all pupils can reach their greatest potential and live by life's highest values.

Our Recovery Curriculum acknowledges that there have been big losses to children as they have stayed at home. The focus for schools this autumn is on ensuring that pupils are ready to learn and as such social and emotional learning will be prioritised. The act of recovery is at least as much an emotional and social one as it is academic, and our ability to recognise and plan for this will be at the heart of our learners' eventual success. An increased proportion of curriculum time will need to focus on wellbeing to help our children recover emotionally while sensibly addressing their gaps in learning.

Academic recovery in the Autumn Term relies on an increased focus on the key fundamental skills. Increased time in each class will be spent on reading, writing and maths through whole school strategies, targeted support to address identified gaps in learning and personalised support for those who need some extra catching up. We plan to keep our STEAM curriculum themes but recognise that, in the Autumn Term, time must be dedicated to vital catch up learning. Addressing the negative impact of school closures will require a sustained response but will work hard to get our pupils back on track, returning to our full and broad curriculum by the Summer Term.

In our planning for recovery, we are drawing on recommendations of the Education Endowment Foundation's COVID-19 Support Guide for Schools.

Year 1-6 Academic Recovery Curriculum

We need to know, acknowledge and address the gaps in learning. Children's needs will vary and not all gaps can – or should – be addressed immediately. Our route to recovery will be flexible.

Gaps in Learning have been divided into 3 main groups,

1. Non-negotiable key concepts, knowledge and skills all pupils need to understand and will be taught in the new academic year before starting a new concept. This includes key concepts they would have covered in the previous year group.
2. Deeper concepts and knowledge we'd like pupils to learn but these are taught at a later date or covered again within the key stage
3. Concepts that are not essential and aren't necessary for a good level of understanding. These will be covered in a variety of ways, which included: home learning projects, reading text and writing.

In the Autumn Term, we will focus on essential prerequisites (the non-negotiable key concepts, knowledge and skills that are essential for progress in learning). In both Maths and English, our planning for the Autumn Term takes into account learning objectives missed and those that need revising. We also know that it is vital that we make the skills for learning explicit. If children are to get back on track and have self-efficacy, they will need to be aware of the skills needed for learning. Through our 'Virtues' and STEAM curriculum approach, we draw their attention to learning skills such as resilience, problem solving, reflection and teamwork, spending time thinking about our thinking, developing metacognition and self-regulation.

For maths, we have referred to the DfE Mathematics Guidance to ensure all pre-requisites are covered during our mathematics lessons in the Autumn Term. For the Autumn Term in English, our recovery curriculum will focus on key skills from the previous year group (spelling and grammar) and providing opportunities for pupils to read and write for a purpose. Reading skills progression will be supported through the VIPERS approach. Spelling Shed and Literacy Shed will be used in class and to support home learning. Additionally, there will be a significant focus on the teaching of phonics for all children in years 1 and 2 and some of our older pupils who continue to need the extra support.

We have set clear expectations for home learning, including the frequency of reading and the use of our online learning apps as part of weekly homework. This partnership is essential to support children's accelerated progress to catch up for missed learning. We will be expecting all homework to be completed and this will be monitored and followed up by staff.

Plans and systems are in place to ensure we can provide Remote Learning for any pupil unable to attend school as the result of self-isolation. This will take place in the form of either online learning through Google Classroom pages (KS1 and 2) or Tapestry for Reception children. The learning will be closely linked to the learning that the children would have done in school.

Three lessons will be set each day. This will include an English, maths and a STEAM topic lesson, focussing on learning prerequisites and key concepts and skills. The purpose of this will be to prevent further gaps in essential learning. All pupils will be expected to engage in daily Remote Learning if they are well enough to do so.

Wellbeing

Wellbeing is at the forefront of our recovery from the Covid-19 crisis. Every child in our school has had a different experience during this time and as a school we have prioritised what the children will need on their return to school.

During the first two weeks, every year group will be introduced to SCARF through assembly and an in-class session where all aspects of our SCARF scheme will be introduced. One important aim of SCARF is to provide children with strategies to support them with their physical and mental wellbeing.

Additionally, we will spend the first week focussed on transition activities and TIS activities. All classes will introduce their 'I wish my teacher knew' box and provide time for the children to share and reflect on their experiences. Teambuilding and relationships will also be high profile during these first two weeks. Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others. We will plan activities that encourage socialising, movement, holding an interest, learning and engaging in tasks.

Going forwards, we will ensure our whole team receive TIS training and will access support through our TIS practitioner. These approaches will be embedded in our culture. Classes will spend time learning the vocabulary of emotions through activities and texts. Expanding wellbeing vocabulary is essential in supporting children, as well as staff, to improve their wellbeing. 'Circle times' to discuss these feelings, as well as other topics, will be increased to allow children to speak and be heard amongst their peers and staff. Interactive displays will also be utilised.

All classes will participate in outdoor learning, SCARF and mindfulness activities at least weekly to ensure children have regular breaks from lessons so that they can physically move around and engage with their peers. For the first half term, an afternoon of weekly wellbeing activities will be planned where children will take part in meditation sessions, mindfulness, creative projects or learning of their choice. All of these activities are used to reduce anxiety, build resilience and support reintegration to the school environment. These sessions may continue beyond October Half Term if necessary.

We believe that children deserve to experience joy and experience engaging learning activities if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children's spirits and provide welcome relief. With this in mind, we plan to provide meaningful and memorable shared learning experiences.